**07a – PIL - Systematic synthetic phonics – Putting it into practice - Initial code**

TRANSCRIPT

Narrator: Synthetic phonics is the process of synthesising or blending the sounds and letters to decode or read words, and the segmenting of sounds and letters to encode or spell words.

Let’s look now at an explicit, systematic, synthetic phonics lesson with a focus on initial code. Initial code includes sound to letter links or phonic code that students typically learn early on, where one sound is often represented by one or two letters.

The sounds featured in this activity will have already been explicitly taught. Students need to practice applying their phonic code knowledge and the phonemic awareness skills of segmenting and blending to read and spell words many, many times.

Throughout the activity, you'll see the student practice identifying each sound and the letter that represents it. You'll also see the student blending sounds together to read words and segmenting words into their sounds to spell. Remember, phonics involves both reading and spelling.

Adult: The word is bag. Can you say the word bag for me?

Child: Bag.

Adult: I'm going to write down the lines here for each of the sounds in the word bag. Listen as I say the word bag. Bag. What's the first sound you hear in bag?

Child: /b/.

Adult: /b/, very good. So, which one of these represents /b/? Can you point to it again for me? Okay, let's put it down here, because that's our first sound. Can you say it again for me?

Child: /b/.

Adult: Very good. Let's listen for our second sound. Bag. What's our second sound?

Child: /a/.

Adult: /a/. Very good. Which one of these represents /a/ in bag?

Child: 'a'.

Adult: Can you tell me the sound?

Child: /a/.

Adult: Very good. 'a' is the letter name. Okay. So what do we say here when we're talking about our sound?

Child: /a/.

Adult: Very good. Can you put it here on the line? Okay. I want you to listen to my last sound. Bag. What's our last sound?

Child: /g/.

Adult: /g/. We've got one more here that represents /g/. What does it say?

Child: /g/.

Adult: Very good.

/b/ /a/ /g/.

Adult: We're going to blend the word together, bag. Let's say the word bag. Very good. Now it's your turn. I'm going to take these away, and I want you to write the word bag. Can you say the sounds as you do.

Child: /b/ /a/ /g/.

Adult: Very good. Can we say the sounds left to right?

Child: /b/ /a/ /g/.

Adult: Blend them together.

Child Bag.

Adult: Say the whole word.

Child: Bag.

Adult: Well done. Good job.

Narrator: You may have noticed that very few resources were needed to engage the student in this lesson. Phonics lessons should focus on explicit teaching of phonic code knowledge and how to apply that knowledge to read and spell words.

Follow up lessons are important because they help students reinforce learnings from previous lessons. The way we teach and engage in systematic synthetic phonics instruction must be explicit and consistent. You'll notice the adult encouraging the student to say the sounds and blend them together to read the word. When spelling, the student is encouraged to listen to the word and segment it into sounds to spell the word.

Letter tiles are used in this lesson, but you can use whiteboards, workbooks or soundboxes depending on what works for you and your student.

Decades of research has established explicit, systematic phonics as the most effective and inclusive approach to teaching children to read and spell words. Your goal is to ensure synthetic phonics is taught explicitly and systematically.